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ABSTRACT

The Part-Time Work Experience Program (PT-WEX) provides migrant students the opportunity to work after school. The PT-WEX program is part of the Midwest Youth Employment and Training Program (YETP) which emphasizes high school retention and completion and career awareness. Intended for supervisors of the program participants, this manual provides information on the orientation given to participants, working with the counselor assigned to the participants, acceptable reasons for absences, lateness, time sheets and pay checks, grounds for dismissal from the program, participant grievances and rights, and YETP monitoring and evaluation. Suggestions for working with the program participants are provided. The manual also includes copies of the statement of rights given each participant upon entry into the program, the youth evaluation form, the PT-WEX participant time sheet, the worksite review sheet, and the YETP supervisor and participant interview sheets. (NQA)

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Midwest Youth Employment and Training Program

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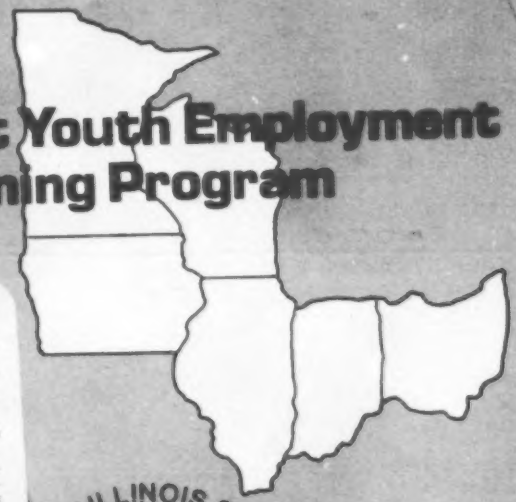

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Texas Supervisor Manual

RC013622

MIDWEST Y.E.T.P.
PART-TIME WORK EXPERIENCE PROGRAM
SUPERVISOR'S MANUAL
TABLE OF CONTENTS

	Page
INTRODUCTION	2
ORIENTATION	3
SUPERVISION AND GUIDANCE	3
COUNSELING	5
TIME SHEETS AND PAY CHECKS	5
LATENESS	6
ABSENCES	6
DISMISSAL FROM THE PROGRAM	7
GRIEVANCES	7
PARTICIPANT RIGHTS	7
Y.E.T.P. MONITORING AND EVALUATION	8
YOUTH EVALUATION FORM	9
PARTICIPANT TIME SHEET	11
WORKSITE REVIEW	12
Y.E.T.P. SUPERVISOR INTERVIEW SHEET	13
Y.E.T.P. PARTICIPANT INTERVIEW SHEET	14

INTRODUCTION

Thank you for assuming the responsibility of supervising the partiicipants' enrolled in the Part-Time Work Experience Program (PT-WEX). The PT-WEX program is a part of the Midwest Youth Employment and Training Program which receives YETP funding from the Department of Labor under Title III Section 303 of the Comprehensive Employment and Training Act.

At its inception in 1977-78, YETP funding was experimental in nature. The intent of the program was to find new and innovative approaches to dealing with the nation's farmworker youth unemployment and high school dropout problems. In 1980 recruitment was limited to Illinois and Texas migratory youth; in that year the program received national recognition as a model project. The program is now operating on a year round basis in the following Midwestern states: Wisconsin, Minnesota, Illinois, Ohio, Indiana, and Iowa.

Our model emphasizes high school retention and completion and career awareness. Due to the transitory nature of our clients the state's boards of Education and local school districts have offered an accredited summer high school component that allows students to earn course work credits that are transferrable to their home school. These same students are followed up here in Texas, and if they decide to register and attend school they are then given the opportunity to work after school through our Part-Time Work Experience Program.

Your contributions as a supervisor are significant investments in the future of the program and the youths involved. Your guidance will help prepare and equip these young people with expectations of the working world in terms of developing good work habits, acquiring new skills and the opportunity to work in a wholesome atmosphere. We ask your assistance in making your views known on the importance of completing a high school education as this is the essential objective of our program.

If at any time you have questions about the program, please feel free to call the Midwest YETP Youth Counselor. The success of the program will depend upon cooperation and communication among our agency's staff, the school, and yourself as a supervisor. To assist in achieving this cooperation and communication this manual has been prepared.

ORIENTATION

Before reporting to the worksite, the participant will attend an orientation session. At that time, he/she will be introduced to the Midwest Y.E.T.P. staff members that will be working with them, told about the job he/she will get and what responsibilities he/she has at the job site. All the youth will receive a copy of the participants' manual which will be reviewed at that time

SUPERVISION AND GUIDANCE

You are the person who has been designated as a supervisor for the Part-time Work Experience for one, or more than one, participant. In order to make the work experience a learning experience as well, we ask that special attention be given to the participant to assure that he/she is indeed developing good work habits.

Since, for many participants, this may be a first job other than farmwork, it should be a positive experience. Let the participant know that you want him/her to succeed and that you will be available for assistance.

The following are some suggestions for working with Part-time Work Experience participants:

1. The introduction you give may help to determine the participant's success.
   a) Welcome the participant. Let him/her know and feel that you are interested in him/her.

   b) Give him/her a comprehensive orientation to the rules of your job-site and explain exactly what is expected. Detailed information concerning need for a particular rule can be very helpful. e.g.

      -the need for punctuality helps you plan the work schedule.

      -any task should be well done to eliminate the need for repetition.

   c) Remember that the participant lacks work experience and will require more detailed explanations than is customary.

   d) Explain and demonstrate the need for safe working habits. Discuss the safety rules of your agency.

   e) Encourage the participant to ask questions.

   f) A tour of the work area including introductions to co-workers will put the enrollee at ease.

2. Remember, as you work with the participant, that praise works better than criticism in getting a job well done.

3. When you begin to teach the participant a particular job, these steps may be helpful:

   a) Explain the job (people remember about 20% of what they hear).

   b) Show the job (people remember about 30% of what they hear and see).

   c) Lead a do-it yourself session with the participant (people remember about 90% of what they learn by doing)

   d) Encourage questions.

4. When a participant begins to perform a job of his/her own:

   a) During the initial stages, please be available for guidance. Remember that it may be necessary for you to give a participant more direction than customary.

   b) After the participant begins to function more independently, be sure he/she knows where to go if assistance is needed.

At the work site, the participant should receive the respect given to other employees. He/she should be well supervised, kept busy, have his/her own equipment and be allowed to use free time constructively. It is this respect that supports the participant's motivation.

The most supportive measure is to have the participant actually learn and develop. The job-site supervisor has the basic responsibility for seeing that the trainee is exposed to experiences that will help him/her learn and grow.

It is important that the participant be given a sense of the larger purpose of his/her work, how it fits into the total agency. Here again, with help of your staff you can help develop not only a good worker but a responsible person.

It is suggested that meetings be scheduled between you and the participant on a regular basis, perhaps once a week (maybe more often at the beginning). The participant's performance should be reviewed, pointing out where progress has been made and where progress is needed. Encourage the participant to talk about how he/she feels, he/she is doing.

You will be asked to complete a participant progress form, sample of which is included in this manual. These evaluations are to be considered confidential. After you have completed the form, make an appointment with the participant's counselor so that you, the counselor, and the participant can discuss the evaluation.

If there are problems, do not wait until you have a weekly meeting with the participant to discuss them. They should be brought to his/her attention as they occur (whether it is concerning the quality of work, attitude, rules and regulations, etc.). The participant's counselor should be informed immediately about any serious problems.

Remember that we are trying to give the participant a realistic picture of the working world, even though as a beginner, the participant may require extra time and attention. Do not permit him/her to continue bad behavior or poor habits because the participant "is just a kid."

Your participant will normally require less close supervision as the program progesses. As he/she grows in skill and self-confidence, the participant will begin to show initiative and perform beyond the minimum of your instructions. Not all participants, of course, will reach this stage at the same rate. But if the experience of past supervisors is any guide, most can perform as regular members of the work team. The effort you put into training and supervising your participant will almost always repay itself.

Make sure the participant has enough work to keep busy. Many youths have reported that they had insufficient work to do and, as a result, were often bored. Few complained of being over-worked. Go out of your way once in a while to assign a job that will be sure to challenge and interest your participant. The youth may be relatively untrained, but there is also a good chance he/she has useful native talents or an ability to learn quickly.

Unless he/she gets an opportunity to stretch abilities, however, he/she is likely to develop neither useful skills nor a positive attitude toward work.

COUNSELING

Each participant is assigned a counselor. The counselor will be meeting with the participant frequently for counseling sessions and will also check with you on a regular basis to see how the participant is progressing. Be sure to have the name and telephone number of the counselor so that you can call him/her whenever a problem arises. In addition to counseling with the participant about work related problems, the counselor can get help for him/her for personal problems. If it appears to you that the participant is having personal problems which might tend to interfere with his/her employment, please call this to the attention of the counselor.

TIME SHEETS AND PAY CHECKS

A daily attendance record should be kept and each participant required to sign in and out to show whether he/she was at work that day. Your participant will be attending school during the day. He/she should not be allowed to work if he/she was not at school during the day. All participants are paid the federal minimum wage only for the time they actually work. The counselor will provide you with a time sheet for each participant, which must be completed and

signed by both you and the participant before the pay check can be written. The counselor will tell you when the time sheet will be picked up and when the participant can pick up his/her pay check.

Part-time Work Experience participants are covered by workmen's compensation. If the participant is injured at work, notify the counselor immediately. Be sure to get emergency information, so you will know how to contact the participant's parent or guardian in case of an emergency. Most medical facilities will not treat a minor without authorization of a parent or guardian.

Part-time Work Experience participants do not earn either sick leave or vacation time. Only authorized holidays will be paid unless the participant has an unexcused absence on the day before or after the holiday.

LATENESS

The hours of work or class decided upon at the time of the initial meeting between you and the participant are the hours that he/she is expected to work. Tardiness is not to be tolerated. A participant is not to be paid for the time missed if he/she is late. Frequent tardiness should be reported to the participant's counselor and may lead to dismissal from the program.

If the participant knows he/she will not be reporting to work on time, he/she is to call you immediately, no later than the time the participant normally reports to work.

ABSENCES

Something may come up during the program which will require the participant to miss work. It is the responsibility of the participant to inform you as soon as he/she knows he/she will be absent. The participant will not be paid for any hours he/she does not work. We request that you call the participant's counselor if he/she is not at work on a particular day. It is important that the counselor be informed of absences daily in order to keep records up to date.

Acceptable reasons for being absent include:

A visit to the doctor or going to the hospital (if illness will cause the participant to be absent for three days or more, he/she should ask the doctor for a written excuse)

Going to appear in court (the participant should show proof before the court date)

Death in the immediate family (parent, husband or wife, child, brother or sister, grandparent)

As the supervisor, you cannot terminate a participant from the program; however, if a situation is disrupting work or endangering the participant or others, you may send the participant home with instructions not to return until he/she has talked with his/her counselor and can bring a written statement from the counselor indicating that the participant may return to work. Notify the counselor immediately. The participant will be removed from the worksite whenever there is a conflict with the supervisor, co-workers, and/or other participants which cannot be settled. However, every effort should be made to resolve the conflict before such action is necessary.

DISMISSAL FROM THE PROGRAM

Dismissal from the program may occur if the participant frequently:

Fails to be on time

Is absent without good cause

Fails to do the job or follow the instructions of the supervisor

Is dishonest

Is disrespectful

Other ground for dismissal from the program include:

Stealing or receiving stolen property while on the job, in class, or during counseling sessions

Using, selling, or receiving any form of narcotics, drugs, or alcoholic beverages while on the job, in class, or during counseling sessions

Quitting or walking off the job or class without notification

GRIEVANCES

At the beginning of his/her employment, the participant will be instructed by his/her counselor regarding grievance procedures. If the grievance cannot be settled by the counselor, the participant may contact the Interstate Youth Coordinator for assistance in solving the problems.

PARTICIPANT RIGHTS

Attached is a copy of the statement of rights given each participant upon his/her entry into the program. (See also pages 8, 9 and 10.)

Y.E.T.P. MONITORING AND EVALUATION

Sometime during the program you may be contacted by representatives of the Midwest Y.E.T.P. who will be monitoring the Part-time Work Experience Program. The purpose of these monitoring visits is to ensure that the program is complying with the regulations set forth by the Department of Labor and to provide you with assistance in solving any problems you may have with the program. They may ask to talk with the participant at your worksite, however, every effort will be made not to disrupt your usual flow of work.

You may also be asked to complete evaluation forms at the end of the Part-time Work Experience Program. Please be as frank and honest as possible in your responses since the evaluations are used in improving future programs.

Your cooperation and assistance in this program will help us to make this the best Part-time Work Experience Program the Midwest Y.E.T.P. has ever conducted. It is our aim to provide the greatest possible benefit to the participants, the worksites and the community and to continue to improve the programs.

Your suggestions and criticisms are welcomed.

YOUTH EVALUATION FORM

The purpose of this evaluation is to provide the immediate supervisor of the youth involved in the youth programs with an overview of the enrollee's performance monthly as well as to provide the enrollee with some feedback on his/her strengths and weaknesses. Please complete as accurately as possible, check appropriate boxes or fill in the blanks as necessary. Enrollee must sign as agreeing/disagreeing with this evaluation. If enrollee disagrees, attach a separate sheet showing areas of disagreement.

Name ..... Date .....

Job Site & Address ..... Job Title .....

	Superior	Above Average	Average	Below Average	Inadequate
I. Attendance					
Attendance to date is					
Punctuality (arrives on time)					
Calls in when absent					
II. Job Performance					
Ability to Understand Job Duties					
Quality of Work					
Completes work on time					
Follows directions					
Use of working time					
Accuracy in work					
Working knowledge of machines, tools & materials					
Works Well with only normal supervision					

Does Well At:

Skills Learned to Date:

III. Personal Job Related Characteristics

Appearance					
Thoroughness in completing work					
Plans Ahead					
Cooperates with supervisors and co-workers					
Accepts constructive criticism					
Attitude toward					
Self					
Others (specify)					
Job					

IV. Overall Performance

V. The enrollee needs work on:

I, as the immediate supervisor have done the following to help the enrollee improve his/her performance:

I, as the immediate supervisor, plan to do the following to help the enrollee improve his/her performance:

VI. Comments and Suggestions:

....

Supervisor's Signature DATE

I certify that I have seen the evaluation on ..... (Date) and I agree..... disagree..... .

....

Enrollee's Signature DATE

Reviewed in the IMC office by .....

Action Taken:

12

ILLINOIS MIGRANT COUNCIL
PART—TIME WORK EXPERIENCE PROGRAM
PARTICIPANT TIME SHEET

MAIL TO:
Texas Migrant Council
P.O. Box 917
Laredo, Texas 78040

PARTICIPANT NAME: .....
SOCIAL SECURITY NO: .....
COUNTY: ..... TOWN: .....
PARTICIPANT SIGNATURE: .....
DATE: ..... PAY PERIOD ENDING: .....

WORKSITE: .....
ADDRESS: .....
ZIP CODE: ..... COUNTY: ..... TOWN: .....
SUPERVISOR SIGNATURE: .....
DATE: .....

DAY	DATE	IN	OUT	IN	OUT	TOTAL HOURS
TOTAL HOURS 1ST WEEK:						

DAY	DATE	IN	OUT	IN	OUT	TOTAL HOURS
TOTAL HOURS 2ND WEEK:						

TOTAL HOURS IN PERIOD: ..... RATE: ..... GROSS: .....

DO NOT WRITE BELOW THIS LINE

.....

YOUTH COUNSELOR'S SIGNATURE: ..... DATE: .....

WORKSITE REVIEW

Y.E.T.P. Component: Part-time Work Exp. ..... Worksite/Agency:.....
Number of Participants Assigned to this Worksite: ..... Worksite Address:.....

	YES	NO
*1. Are task assignments effective in providing continuous work to participants 75% of the time?	( )	( )
*2. Does the worksite appear to have safe and sanitary conditions?	( )	( )
*3. Is the worksite observing the provisions of federal state, and local child labor laws?	( )	( )
4. Is the worksite agreement available?	( )	( )
5. Is there adherence to the operational conditions outlined in the worksite agreement?	( )	( )
6. Are any of the worksite activities recreational in nature?	( )	( )
7. If "yes," are the Y.E.T.P. participants instructing other youth?	( )	( )

Note: Recreational work activities should be scrutinized. It is only allowable if Y.E.T.P. participants are supervising, training, instructing or leading non-participants in recreational activities.

8. Are the activities of the Y.E.T.P. participants at this worksite consistent with the provisions governing such activities as:	YES	NO
*a. religious or antireligious activities?	( )	( )
*b. lobbying activities?	( )	( )
*c. political activities?	( )	( )
*d. union activities	( )	( )
*e. work experience conducted by a private-for-profit organization?	( )	( )
9. If the worksite is predominantly out-of-doors, are alternate arrangements available for inclement weather? ( ) N/A	( )	( )
10. Review the time keeping procedures for the following:	YES	NO
a. Is a daily record kept for each participant's time	( )	( )
*b. Does the record appear reasonable and accurate? Common problems are: time filled in for days not yet worked; time filled in for participants absent; participants do not actually sign in when they arrive or sign out when they leave; all/many participants signing in/out at exactly the same time, blank or incomplete time sheets/cards are pre-signed or pre-certified; getting paid for lunch breaks, etc. Identify specific deficiencies.	( )	( )
c. Are the time records signed by participant and worksite personnel?	( )	( )

SERIOUS PROBLEMS:	negative responses to four or more decision questions
PROBLEMS:	negative response in one to three decision questions
NO PROBLEMS?	positive responses to all decision questions

Y.E.T.P. SUPERVISOR INTERVIEW SHEET

DATE:..... WORKSITE: ..... SUPERVISOR:.....

	YES	NO
1. Did you receive orientation for Y.E.T.P.?	( )	( )

2. If "yes," what did it consist of? (Check as many as apply)
   - ( ) a. an explanation of the purpose of the program
   - ( ) b. how to supervise youth
   - ( ) c. supervisor role and responsibilities, e.g., teaching good work habits, job instructions, and work assignments, keeping time and attendance, check/payroll procedures
   - ( ) d. worksite standards such as work hours, applicable child labor laws and unallowable activities, e.g., political, union, sectarian, recreational, etc.
   - ( ) e. contact person and telephone number
   - ( ) f. other

	YES	NO
3. Are you familiar with the worksite agreement?	( )	( )

4. How many participants do you supervise? .....
5. Of the following, what do you see your responsibilities as being?
   (Check as many as apply)
   - ( ) a. make sure the youth are working
   - ( ) b. teach the requirements of the job, including skills
   - ( ) c. communicate good work habits
   - ( ) d. answer all participants' work-related questions
   - ( ) e. other ..... (specify)

*6. Is enough work provided to keep the youth busy at least 75% of the time?	( )	( )

*7. About how much time do you spend working directly with the participants? .....
8. What are the working hours for you? .....
   for the youth? .....
9. Are participants docked if they miss work, come late, or leave early? ( ) ( )

Y.E.T.P. PARTICIPANT INTERVIEW SHEET

NAME: ..... WORKSITE: .....

	YES	NO	NOT SURE
1. Program orientation: Did you receive information about? (check as many as apply)	( )	( )	
( ) a. work hours?			
( ) b. time and attendance policies?			
( ) c. hourly pay?			
( ) d. number of pay checks?			
( ) e. what to do if you have a problem or complaint (grievance procedure?)			
*2. What happens if you miss work, come late or leave early			
( ) make up time			
( ) lose time			
( ) nothing			
( ) do not know			
3. Have you had any problems with your pay? If "yes," explain.	( )	( )	
4. Labor market orientation: Did you receive information about (check as many as apply)	( )	( )	
( ) a. different kinds of careers?			
( ) b. skill and training requirements for certain jobs?			
( ) c. jobs in the community?			
( ) d. other..... (specify)			
5. Do you have enough equipment, tools, and materials to do your job?	( )	( )	
*6. a. Do you know who your supervisor is?	( )	( )	( )
b. Does your supervisor give work assignments and explain how to do it?	( )	( )	
c. Does your supervisor check to see what you are doing often enough?	( )	( )	
*7. Do you have enough work to keep you busy?	( )	( )	
8. When you are not busy, what does your supervisor let you do? (explain)			
9. What is your job?			
10. What do you like or dislike most about your job? (explain)			

NOTE:
Attach to respective worksite review sheet.